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ABSTRACT

Designed for integration into existing school curriculum, this is the second in a series of five career education curriculum kits for teachers of grades K-3. Each kit pertains to one of five specified career education program goals. The goal for this curriculum kit is, "Students will acquire knowledge about the world of work." For this goal, four course goals are listed accompanied by suggested performance indicators. Sixteen appropriate classroom activities are detailed and the following information is included for each one: activity goal; grade level; skills required to perform the activity; number of students for which the activity was designed; time needed to do the activity; materials needed; and procedures. Also included is a cross index by goals and activities and a six-page implementation handbook. (These five kits are part of a series of ten career education kits; the other five kits cover the same five career education goals for grades 4-8.) (JH)

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ED154123

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

Grades K-3

Edited by

Dan Grimes

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Marion County Intermediate Education District, Salem, Oregon

CE 014 955

CAREER AWARENESS/ EXPLORATION CURRICULUM KIT

GRADES K-3

SPECIALIZATION
PREPARATION
EXPLORATION
AWARENESS

IT'S THE PUPIL OF THE EYE THROUGH WHICH WE SEE

CE 014 955

This publication was developed by the Marion Intermediate Education District, in cooperation with the Instructional Division, Career and Vocational Education Section, Oregon Department of Education, under the authority of the Vocational Education Act of 1963, as amended in 1968. Questions regarding use, reproduction, or availability of these materials should be addressed to the Curriculum Coordinator, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

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Portland, Oregon 97207

(503) 229-4843

QUOTES FROM TEACHERS WHO FOUND THE CURRICULUM MATERIALS VERY USEFUL:

We were very impressed! We found it a valuable addition to our regular curriculum.

Career Committee, Primary, Glendale

The best part of the program to me seems to be the ease with which the activities can be used and incorporated.

Laura Miller, Lincoln Elem., Grade 1, Ashland

Excellent activity! Given at the beginning of the day, helped stimulate the students to choose to do their best that day.

Joene Courtney, Aumsville Elem., Grade 3, Aumsville

Fun activity for kids, interesting to observe their reactions and relate them to the various learning styles. This is an activity I would use again--could be used many times with different objectives.

Barbara Miller, Gaffney Lane, Grade 1, Oregon City

The kit was excellent. I enjoyed doing activities with the children, and they enjoyed doing mobiles, silhouettes, etc. I recommend it for all districts to introduce career awareness.

Miss Mosely, Glendale Elem., Grade 2 Glendale

This activity is important to my class as we live in a rural area and they are not familiar with some of the jobs and professions women are now entering.

Carolyn Poetsch, Petersburg Elem., Grade 2 Petersburg

Parents were especially pleased with this activity. We now send a new chart home every week. Rather than agreeing on five things everyone was to do, each child or parent listed the jobs they presently do. Children were very proud of their charts.

B. J. Finch, Gaffney Lane, Grade K, Oregon City

WELCOME TO THE K-3 CAREER AWARENESS EXPLORATION CURRICULUM KIT! You have before you five notebooks of classroom activities that cover the program goals of Career Education developed by the Oregon Department of Education.

These activities were field-tested by seventy-five selected teachers involving approximately 1900 students throughout the state of Oregon during 1976-77 school year. The activities are designed for integration into the existing school curriculum. While some activities are ongoing and unit oriented, most activities can be accomplished in a normal class period.

Field-testing demonstrated the effectiveness of the activities. Children and teachers responded with loads of excitement and enthusiasm!!

The Career Education Kit will definitely enhance the learning in any classroom.

CAREER AWARENESS – EXPLORATION

CURRICULUM KIT

MEMO

TO: Administrators and Curriculum Coordinators
FROM: The Writing Team

RE: Staff In-service

If this material is to be distributed to teachers without a formal in-service, take a half hour and discuss the following information with your teachers:

WHAT IS IT?

The kit contains a selection of K-3 activities that have been screened and field-tested by classroom teachers. The material covers five (5) program goals. Each book contains activities for one program goal.

WHY SHOULD YOU USE IT?

By implementing this program a district will begin to help students meet minimum graduation requirements. An awareness of career opportunities for students will be developed through the implementation of this program. The activities are designed, developed and based on learning behaviors, such as decision-making, communication skills, inquiry, etc. Experience from the field-test sites has shown that EXCITEMENT, INTEREST, ENTHUSIASM, and ENJOYMENT occur when these activities are used in the classroom.

HOW LONG SHOULD YOU USE IT?

The program is an ongoing experience. The activities should be integrated into the basic curriculum. The program is flexible. Program goals and activities do not need to be done in sequence. The writers strongly recommend that activities from each program goal be used. Most of the activities range from one half hour to one hour of class time. The creative teacher will be able to adapt the activities to their style of teaching and unique situation.

WHAT WILL THE BENEFIT BE TO STUDENTS?

In a years time students will have been exposed to a variety of activities that will allow them to utilize their training in math, reading, spelling, art, science, etc. Through this approach students are being provided an opportunity to apply skills learned in school to life situations.

CAREER AWARENESS – EXPLORATION
CURRICULUM KIT

WHERE DO I GET HELP IF I NEED IT?

Contact your regional career education coordinator, your district career education director, one of the writers of the program, or Dan Grimes, Specialist, Career Awareness, Oregon Department of Education, 942 Lancaster Drive, NE, Salem, Oregon 97310.

I am interested in information regarding:

_____ 1 hour informational in-service

_____ 3 hour overview of the materials

_____ 10 hour (1 college credit) in-service

_____ 20 hour (2 credits) class

_____ 30 hour (3 credits) class

NAME _____ ADDRESS _____

SCHOOL_____ _____

MAIL TO: Dan Grimes
Specialist, Career Awareness
Oregon Department of Education
942 Lancaster Drive, NE
Salem, Oregon 97310

TABLE OF CONTENTS

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(Goals and activity matrix)

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Program Goal 4
Program Goal 5

Section III .....Implementation Handbook

(Users guide)

Section IV .....Acknowledgements

CAREER AWARENESS CURRICULUM

KIT

INDEX

(GRADES K-3)

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John Davies.....Project Writer

Nancy Combs.....Project Writer

Inge Infante.....Artist

Steve Sandstrom.....Artist

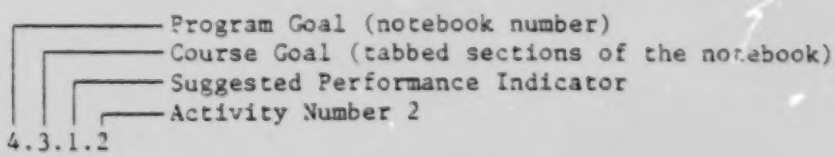
Christy Bailey.....Artist

USING THE INDEX

Each of the following color coded pages represents one notebook. Each colored page lists the program goal, course goals, and performance indicators for its corresponding notebook. Also included on each color-coded page is an activity/skills cross-referenced index.

The teacher can review the goals and performance indicators for appropriateness to class needs. The program goal provides broad information about the activities contained within the notebook. Course goals offer more specific information about the activities contained within the tabbed sections of the notebook. Performance indicators provide specific student objectives.

The numbers are used to locate activities within the kit.



This index is intended to be an aid to planning. For example, if the teacher wished to identify decision-making activities, he/she would scan the decision-making column of each index page to identify the name and location of all decision-making activities. Further information about the activities can be gained from the goals and performance indicators listed on each index page.

Program Goal 1. STUDENTS WILL IDENTIFY AND DEVELOP ATTITUDES ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The student will:	The Student:
1.1 Understand the roles of family members.	1.1.1 Given an opportunity for discussion, will identify the roles of their family members.
	1.1.2 Given an opportunity to discuss, will identify the relationship of family members to the world of work.
1.2 Recognize that some work requires individual effort and other work requires group participation.	1.2.1 Given a classroom task, will complete an individual project.
	1.2.2 Given a classroom task, will complete a group project.
1.3 Be able to identify attitudes of others within the world of work.	1.3.1 Given the opportunity for a discussion, will begin to identify a definition of attitudes.
	1.3.2 Given an opportunity to observe workers, will identify the attitudes exhibited.
1.4 Be able to recognize why most members in a community seek work.	1.4.1 Given the opportunity to ask questions, will be able to state why people seek work.
	1.4.2 Given the opportunity to interview workers, will describe why people work.

Program Goal 1

Students will identify and develop attitudes about the world of work

CARTER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication: Listen	Math	Art	Inquiring	Analyzing	Identifying	Observing	Classifying	Writing	Experimenting	Speaking	Organizing	Construction	Talking	Art	Evaluate
1.1.1.1	Family Pictures	K-1	X		X					X								
1.1.1.2	Silhouette Silhouette	2-3	X		X					X								
1.1.2.1	Life Role Boxes	K-1	X					X		X								
1.1.2.2	Photo Essays	2-3								X								
1.2.1.1	Telephone Tasks	K-1	X															
1.2.1.2	Space Travel	2-3			X										X			
1.2.2.1	Woodie Necklaces	K-1											X		X			
1.2.2.2	Mass Produced Truck	2-3													X			
1.3.1.1	Behavior Choices	K-1	X								X							
1.3.1.2	P-M-U	2-3	X								X							
1.3.2.1	Worker Attitudes	K-1	X					X										
1.3.2.2	Why Attitudes?	2-3							X	X	X							
1.4.1.1	Community Workers	K-1	X															X
1.4.1.2	Why People Work	2-3					X											X
1.4.2.1	Why Do I Work?	K-1	X															X

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	**The Student:**
2.1 Develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual, and learner.	2.1.1 Given the opportunity to identify parent occupation(s), will describe where parent(s) work.
	2.1.2 Given the opportunity to describe, will identify how work effects the six life roles.
2.2 Identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home.
	2.2.2 Given a task to do at home, will identify his/her responsibilities within the family.
2.3 Begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss, will assist in planning an "on-site" visitation of workers.
2.4 Understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will acquire knowledge about the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Identifying	Analyzing	Observing	Classifying	Decision Making	Experimenting	Goal Planning	Creative Thinking	Construction	Telling	Map	Inquiry
2.1.1.1	Involve Me - I Understand	K-1	X												X		X
2.1.1.2	Map Skills	2-3	X		X											X	X
2.1.2.1	Mom Mobile & Pop Mobile	K-3	X		X												X
2.1.2.2	Six Life Roles and a Mini-Community	3	X						X			X					
2.2.1.1	Home Tasks	K-1				X						X					
2.2.1.2	My Jobs At Home	2-3	X														
2.2.2.1	Inquiry Ask the Task	K-3	X														X
2.2.2.2	Mix 'em and Match 'em	2-3	X														
2.3.1.1	Community Workers	K-1	X										X				
2.3.1.2	Community Map	2-3	X		X									X			
2.3.2.1	Any Field Trip	K-3			X					X			X				
2.3.2.2	Our School Workers	2-3								X			X				
2.4.1.1	Let's Play "Money"	K-1		X													
2.4.1.2	Popcorns-a-poppin	2-3		X									X				
2.4.2.1	Barter vs. Money $	3	X	X						X							
2.4.2.2	"Family" Budget	3	X	X						X			X				

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 3. STUDENTS WILL IDENTIFY THEIR INDIVIDUALITY AND CONTINUE TO DEVELOP A RELATIONSHIP WITH OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
3.1 Recognize his/her relationship to family and school.	3.1.1 Given an opportunity to examine him/her self as a responsible family and school member, will by discussion, realize how he/she fits into society.
	3.1.2 Given an opportunity to illustrate, will compare his/her role in the family and at school.
3.2 Describe how an individuals' uniqueness applies to the family, citizen, individual, producer, learner, and consumer life roles.	3.2.1 Given an opportunity to participate in a role playing situation, will be able to identify three roles unique to the family situation.
	3.2.2 Given an opportunity to participate in an art activity, will create a display of the life roles.
3.3 Understand the relationships within the physical environment.	3.3.1 Given an opportunity to observe, will understand the outcome of pollution.
	3.3.2 Given the opportunity, will identify at least three persons who are responsibile for the care of the physical environment.
3.4 Be able to recognize acceptable behaviors in the home, school, and community.	3.4.1 Given the opportunity to examine social and work behaviors, will be able to classify them as being helpful or not helpful.
	3.4.2 Given the opportunity, will be able to identify sex-stereotyped roles.

Program Goal 3

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will identify their individuality and continue to develop a relationship with occupational roles.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Listening	Analyzing	Identifying	Observing	Classifying	Decision Making	Experimenting	Sequencing	Graphing	Creative Writing	Construction	Tallies	Map	Inquiry
3.1.1.1	Flannel Board Comparison Home - School	K						X		X									
3.1.1.2	Individual Silhouette	2-3			X					X									
3.1.2.1	Booklet "ME" - AT HOME AT SCHOOL	K			X					X									
3.1.2.2	Family - School Comparison	2-3			X					X									
3.2.1.1	Role Playing Family Members	K-2	X											X					
3.2.1.2	Role Playing Life Roles	3	X											X					
3.2.2.1	Family Collage	K			X					X									
3.2.2.2	Life Role Collage	2-3			X					X									
3.3.1.1	Water Pollution	K-3							X		X								
3.3.1.2	Every Litter Bit Helps!	K-3							X	X									
3.3.2.1	Physical Environment College	K-1								X									
3.3.2.2	Physical Environment Occupations	2-3						X											X
3.4.1.1	Acting Out Behaviors	K-3	X							X	X			X					X
3.4.1.2	Behaviors in Work and Play	2-3								X									X
3.4.2.1	Mom is a Doctor and Dad is a Nurse	K-3	X		X						X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 4. STUDENTS WILL DEVELOP SKILLS IN DECISION-MAKING, COMMUNICATING, AND CREATING, AS RELATED TO THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will be able to:	The Student:
4.1 Identify basic methods of communication.	4.1.1 Given a classroom task, will be able to complete the task using basic methods of communication.
	4.1.2 Given an opportunity for discussion, will be able to recognize how communication skills influence individuals' work.
4.2 Identify skills used in interpersonal relationships.	4.2.1 Given an opportunity to participate in a class activity, will be able to identify responsible behaviors.
	4.2.2 Given an opportunity to observe a worker, will be able to identify behavior traits that influence interpersonal relations.
4.3 Identify examples of decision-making in the career development process.	4.3.1 Given an opportunity to observe, will be able to identify decisions made by individual students, groups of students and others.
	4.3.2 Given an opportunity to participate in activities, will solve problems using group decision making strategies.
4.4 Develop an awareness of the creativity in many occupations.	4.4.1 Given an opportunity to analyze a task, will be able to identify different ways the task can be completed.
	4.4.2 Given an opportunity to observe workers, will be able to identify opportunities for creativity within occupations.

Program Goal 4

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

Students will develop skills in decision-making, communicating, and creating, as re related to the world of work.

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Interpreting	Analyzing	Identifying	Observing	Classifying	Sorting	Experimenting	Visualizing	Creative Writing	Construction	Telling Time	Map	Inquiry
4.1.1.1	Did You Hear Me?	K-1	X	X		X	X	X										
4.1.1.2	Transfer of Thought	2-3	X			X	X	X										
4.1.2.1	Sending, Receiving and Interpreting	K-1	X			X	X		X									
4.1.2.2	Worker Messages	2-3	X			X			X									
4.2.1.1	Kid Power	K-3	X							X	X							
4.2.1.2	Is There An Alternative	2-3	X											X				
4.2.2.1	Paper Plate Traits	K-1	X		X			X	X	X				X				
4.2.2.2	People Traits Field Trip	1-3	X			X			X	X								
4.3.1.1	Observing Decision	K-3	X						X									
4.3.1.2	D.M.	2-3	X	X					X		X							
4.3.2.1	Building Blocks	K-3	X			X	X		X				X				X	
4.3.2.2	Allocation of Resources	2-3	X			X	X				X							
4.4.1.1	Pens	2-3	X										X					
4.4.1.2	Building Your Own Thing	1			X						X				X			
4.4.2.1	Creative Occupations	2-3	X															X
4.4.2.2	Creativity: To Be Or Not To Be	2-3	X					X	X									

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 5. STUDENTS WILL DEVELOP PHYSICAL AND MENTAL SKILLS RELATED TO OCCUPATIONAL ROLES.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student will:	The Student:
5.1 Be aware that the world of work requires certain physical movements or skills.	5.1.1 Given the opportunity for discussion, will acquire knowledge about physical movements in the world of work.
	5.1.2 Given the opportunity to observe, will identify physical skills learned in school and used in occupational roles.
5.2 Be able to understand tools as an extension of the body.	5.2.1 Given an opportunity to use tools, will complete a task.
	5.2.2 Given an opportunity, will identify tools used in selected occupations.
5.3 Identify the relationship between classwork, physical and mental activity, and career choice.	5.3.1 Given a basic knowledge of physical and verbal skills, will be able to demonstrate the skills found in a job role.
	5.3.2 Given the opportunity to select a career area, will be able to demonstrate the relationship of the physical and mental skills learned in school to those within a career area.

Program Goal 5

Students will develop physical and mental skills related to occupational roles.

CAREER AWARENESS CURRICULUM KIT (Grades K-3)
CROSS REFERENCE SKILLS CHECKLIST

ACTIVITY NUMBER	TITLE OF ACTIVITY	Grade Level	*Communication	Math	Art	Inferring	Analyzing	Identifying	Observing	Classifying	Predicting	Experimenting	Generalizing	Sizing	Construction	Tooling	Map	Tonality
5.1.1.1	I Moved	K-1												X				
5.1.1.2	Who Moved?	2-3						X			X			X				
5.1.2.1	Mastery	K-1			X										X			
5.1.2.2	School and Jobs	2-3		X					X	X								
5.2.1.1	Tool Relay	2-3	X															
5.2.1.2	Tool Talk	K-1	X					X										X
5.2.2.1	Tool Bingo	K-1			X			X										
5.2.2.2	Tools and Time	2-3	X	X					X	X								X
5.3.1.1	V.S.P.S.	K-3								X	X			X				
5.3.1.2	Telling Traits	2-3	X											X				
5.3.2.1	Charles and Orville and a Dog Named Bruce	K-1	X								X							
5.3.2.2	Are They Alike?	2-3					X			X								

*Communication (Reading, Writing, Speaking, Listening, Discussion and/or Interviewing)

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The student:
2.1 Will develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual learner.	2.1.1 Given the opportunity to identify parent occupation(s) will describe where parent(s) work. 2.1.2 Given the opportunity to describe, will identify how work affects the six life roles.

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.1

The student will develop an understanding of the interrelationship of the producer life role to family, citizen, consumer, individual and learner.

Suggested Performance Indicator 2.1.1

Given the opportunity to identify parent occupation(s) the student will describe where parent(s) work.

Description of Activities

1. Involve Me - I Understand (K-1)
In this activity the student constructs an activity booklet, after interviewing his/her parents' concerning their occupation.

2. Map Skills (2-3)
Students locate on the map where their parents work.

P.I. No. 2.1.1

Title: INVOLVE ME - I UNDERSTAND

Activity 1

Suggested Instructional Goal:

Having interviewed their parents, the student will be able to construct an activity booklet in relation to their parents' occupation and share it with the class.

Grade Level:

K-1

Skills:

Intervieving, telling time, writing

Time:

On-going

Number of Students:

Total Class or Individual

Materials:

Handouts attached. (Cover letter, permission slip, booklet)

Procedures:

1. The teacher introduces the task to students by explaining the interview booklet. (See sample)
2. Parents will be informed by sending home a cover letter explaining the activity and the booklet.
3. The students will complete the task by following the procedures in the booklet by either an interview or an actual visit.
4. The student will share the results by bringing booklet back to class.
5. The teacher may wish to display student books as they are complete.

NOTE: Teacher - the child may do the activity any time during the course of the year.

Source: Dan Grimes, Nancy Combs, and Louis Cava

Artist: Omar Gossnell

Date_____

Dear_____,

You are invited to come to work with me on _____, between _____ and _____. I want you to learn about my job and what I do at work.

Before coming to work with me, we will discuss what you should look for and the activities you will be doing. In this way, you will be prepared for the visitation.

I hope you will accept my invitation as I am looking forward to your visit.

Sincerely,

_____
Parent's Signature

_____
Teacher's Signature

_____
Employer's Signature

Dear Parent:

Many children of all ages really do not know very much about his/her parents' occupations. When a child asks questions about his/her parents' jobs, he/she usually forgets or misunderstands because he/she cannot fully understand or visualize many of the aspects and operations of the job.

When a child can be shown and allowed to become actively involved, he/she will be able to remember and better understand the concepts and importance of your role and other people's roles in the world of work.

For this reason, it would be appropriate for your child to make a visitation with you to your place of work. If the visitation is made interesting and if there is active involvement for your child, he/she will become more aware of what you really do in your role of work. If an actual visit is not possible, your child can interview you at home by completing the enclosed booklet.

Enclosed in this packet is a list of activities you might consider when taking you child to work with you. These activities are not intended to be all-encompassing but rather ideas and activities that, hopefully, will be helpful to you.

You should assess your child's ability and interest before putting him/her through any activity he/she cannot perform with some degree of success or with which he/she will become bored.

Please read through the learning activity packet and then begin making the necessary arrangements for a work visitation for your child.

activities

A DAY WITH MY _____, WORKING AT

_____.
(PLACE OF WORK)

BY _____.
(YOUR NAME)

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activities

MY _____ WEARS THIS TO WORK:

_____

_____

_____

(DRAW A PICTURE)

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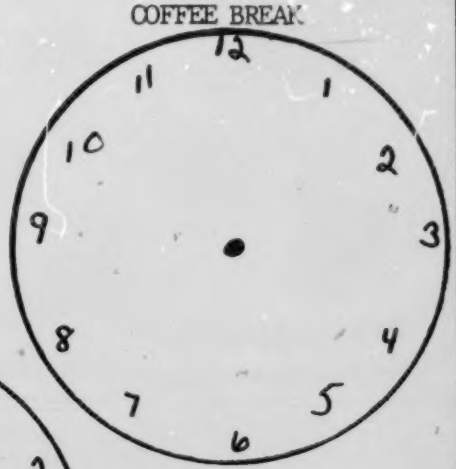
activities

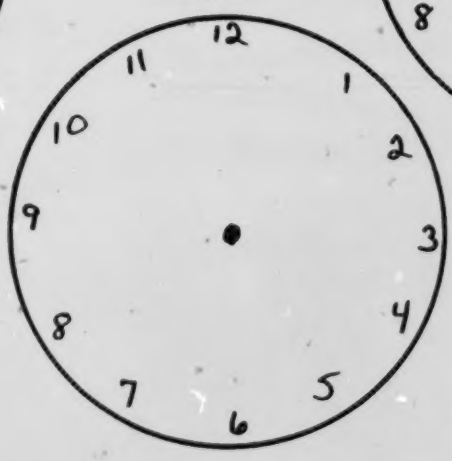
THIS IS THE TIME:

WORK STARTS

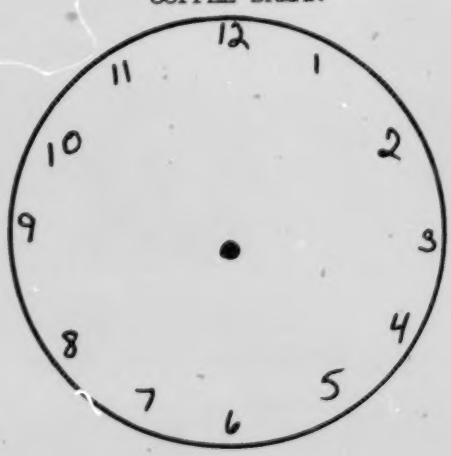
MORNING
COFFEE BREAK



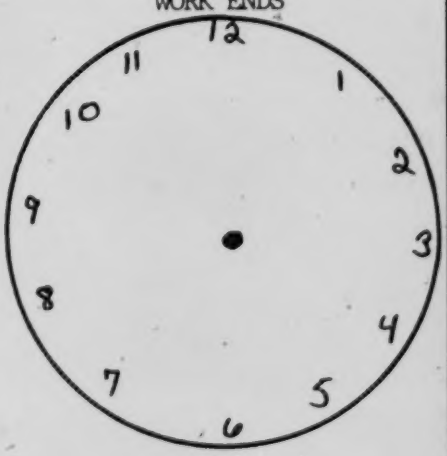
LUNCH



AFTERNOON
COFFEE BREAK



WORK ENDS



K-3-8

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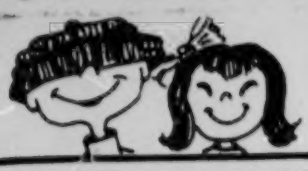

activities

THIS IS WHAT MY _____ DOES:

_____

_____

_____

K-3-9

(DRAW A PICTURE)

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activities

THESE ARE THE TOOLS MY _____ USES:

_____

_____

_____

(DRAW A PICTURE)

K-3-10

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P.I. No. 2.1.1

Title: MAP SKILLS

Activity 2

Suggested Instructional Goal:

Given a map of the local area, the student will be able to locate where a parent works by pinning a flag on the map.

Grade Level:

2-3

Skills:

Map Skills, art skills, interviewing

Time:

Two 30 minute sessions

Number of Students:

Total Class

Materials:

Area map, pins, paper construction flags

Procedures:

1. Instruct the students to interview a parent as to the location of their place of work. (Preferably the night before this activity).
2. With the aid of teacher, the student will pin a flag on the map showing the location of a parent's occupation (each flag should have the student's name on it).
3. Each student will draw a picture of some aspect of a parent's occupation, including name of the firm, title of the occupation and goods or services involved.

Source: Nancy Combs, Louis Cava, and Dan Grimes

K-3-11

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.1

The student will develop an understanding of the interrelationship of the producer life role to the family, citizen, consumer, individual and learner life roles.

Suggested Performance Indicator 2.1.2

Given the opportunity to describe, the student will identify how work affects the six life roles.

Description of Activities

1. Mom Mobile & Pop Mobile (K-3)
The students construct a mobile describing their parents 6 Life Roles.

2. Six Life Roles and a Mini-Community (3)

A simulated mini-community describing the inter-relationships of the 6 Life Roles.

P.I. No. 2.1.2

Title: MOM MOBILE & POP MOBILE

Activity 1

Suggested Instructional Goal:

Given the opportunity to construct a mobile, the student will describe, through discussing how their parents' work affects the citizen, consumer, individual, family, and learner life roles.

Grade Level:
K-3

Skills:
Discussing, interviewing, art skills

Time:
Two 45 minute periods

Number of Students:
Total Class

Materials:
- Paper plates 12" and 6"
- Popsickle sticks
- String
- Felt tip marker
- Magazines
- Art paper

Procedures:

STEP I

1. Introduction and discussion of the 6 life roles (producer, consumer, citizen, family, learner, individual) should precede this activity.
   Example: Teacher illustrates on chalkboard the attached sheet.

2. The students will interview parents for information on the 6 life roles previous to starting activity. (See attached letter.)

STEP II

3. The teacher passes out 1 12" plate, and 5 6" plates, and 5 popsickle sticks. (Pipe cleaners or railroad board strips could also be used.)

4. The student begins by writing the word "PRODUCER" on the 12" paper plate. This plate will be used to identify the mother and/or father's occupation.

5. From the data collected from the home interview, the student will record the appropriate information on the other 5 plates. (Make sure each plate is labeled - see attached sheet.)

6. When all data is recorded, each student will assemble his/her plates.

7. On the reverse side of each plate, each student can illustrate one example of each life role. (Photographs, drawing, pictures from magazines.)

8. Punch a hole in the top plate, attach the string and hang from the ceiling.

9. The teacher may wish to follow up the activity with a discussion, with the students sharing their mobile, comparing and contrasting mobiles. Sample questions:
   How does the place your parent(s) work affect the life roles?

P. I. No. 2.1.2

Title: MOM MOBILE & POP MOBILE

Activity 1

Procedures Continued:

How do the working hours affect the other life roles?
If your parent(s) did not work for pay, how would the life roles be affected?

NOTE: The mobiles could be used as a Mother's Day or Father's Day gift.

Source: Louis Cava, Nancy Combs, and Dan Grimes

P.I. 2.1.2.1

Dear Mom or Dad,

We are studying about careers and life roles as part of career awareness. My assignment is to interview you to find out what kinds of activities you do in each role. Please help me on this, but make me do most of the work on it so I can better understand how much you help our family.

Thank you.

Love,

1. Producer role - Do you have a job or career?
   What do you do and do you enjoy your work?

2. Consumer role - What do you do as a consumer? (i.e. buy food, clothes, furniture)

3. Citizen role - What do you do as a citizen? (i.e. vote, community or parent activities, civic clubs, councils, etc.)

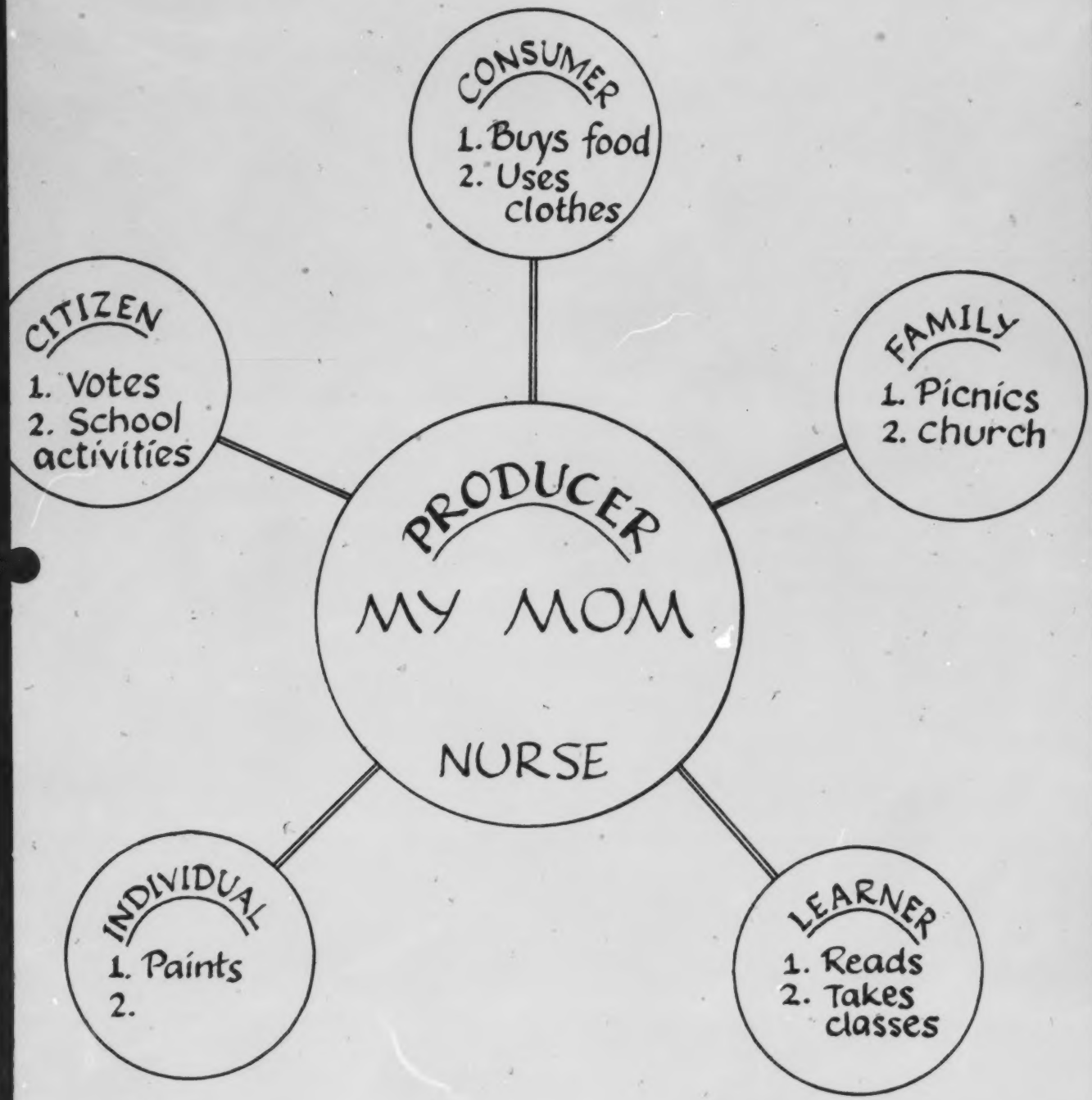
4. Family role - What kinds of activities do you do as a family? (i.e. church, picnics, camping, etc.)

5. Learner role - What do you do to further your education? (i.e. read books, take courses, etc.)

6. Individual role - What activities are just yours? (i.e. painting, sewing, bowling, etc.)

Source: Fran Cavender, Aumsville

Punch hole and attach string for hanging.



NOTE: On reverse side of plates, students can illustrate each life role.

P. I. No. 2.1.2

Title: SIX LIFE ROLES AND A MINI-COMMUNITY

Activity 2

Suggested Instructional Goal:

Given an opportunity to participate in a simulation mini-community activity the student will be able to describe the inter-relationships of the six life roles: producer, citizen, family member, learner, individual and consumer.

Grade Level:

3

Skills:

Decision making, computational, group process, planning, reading, writing

Time:

Several weeks-on going

Number of Students:

Total Class

Materials:

Large table, mural or floor space
Pine cones (for trees)
House building materials (milk cartons, blocks, wood, etc.)

Procedures:

1. The teacher provides a display area (mural, large table or floor space) for construction of a mini-community.
2. On the display area the teacher provides the physical features of the community such as boundaries, forest, river, etc.
3. The teacher leads a discussion of how a community develops and what goes into the making of one. List all student responses on the board. (The teacher might want the students to research the following areas of a community before listing items.)

Example:

Occupations	Goods	Services	Transportation	Recreation	Other
farmer	food	school	cars	hiking	
doctor	clothing	church	buses	boating	
teacher	cars	stores	train	movies	
_____	_____	_____	_____	_____	
_____	_____	_____	_____	_____	

P. I. No. 2.1.2

Title: SIX LIFE ROLES AND A MINI-COMMUNITY

Activity 2

Procedures Continued:

4. Share with the students the mini-community display area that has been prepared. Explain to the students that they are going to build a mini-community from scratch and role play 6 life roles: Producer-worker, family member, consumer/buying things, citizen/making decisions to help the community to be a good one, individual/things you like to do, learner/continue to learn, your way. Using the attached hand outs have the students make a community folder. (See attached sample of a display).

5. The following six steps in constructing the community are related to the life roles. Discuss with the students each step and how it relates to the life roles.

I. Citizen Life Role.

A. As a citizen, have each student become a member of a land-use planning committee to decide where each of the following land zones will be in the mini-community. Class Discussions.

1. Industrial area - factories
2. Recreation - picnic, camping, swimming, etc.
3. Farm land - crops/food
4. Residential - homes
5. Commercial - services

B. As a citizens group, have the students decide upon a street system for the mini-community. Select a group of students to make the streets. As a group, name the streets.

C. As a citizens group ,elect a mayor and sheriff and water, land and transportation commissioner.

D. Have the students complete the Citizen Role hand-out based upon their involvement in the mini-community.

II. Family Member Life Role.

A. As a family member ,have each student select a parcel of land in the residential area and build a house for their simulated family. Several methods could be used for selection of land (a drawing for lots, group consensus, bargaining, develop a monetary system and buy lots, etc.)

B. The student should decide what else they need and/or want for the family and either make it, bring it from home or pretend. (eg. car, furniture, boat, playground, swimming pool. etc...) The student should be allowed to fix up his/her home area as they see fit as long as the planning committee agrees. Have the students submit a plan to the Land Commissioner if the need arises.

Procedures Continued:

C. Discuss this life role as it relates to the others. The students fill out the Family Member Handout based upon their involvement in the Mini-Community.

III. Producer Life Role

A. The class will discuss the concept of Consumer and how it relates to other life roles.

B. With the class responding, the teacher discusses and/or lists on the board the goods and services a community member buys and/or sells. (Have each student fill out the consumer role handout based upon their involvement in the Mini-Community.)

IV. Individual Life Role

A. Discuss the concept of the Individual Life Role. The teacher might want to relate it to self-awareness, interest and leisure time activities.

B. Have each student (after they have observed the mini-community and then home) decide as an individual and list the activities they would like to pursue. (e.g. hobby at home, hiking, camping in the forest, swimming in the river, jogging, etc.) (See attached hand-out for Individual Life Role.)

C. Discuss how this life role relates to the other life roles. Discuss concepts such as life styles depending on the Family and Producer roles. Discuss needs/wants as an individual and variables in real life that determine the outcomes. Do we always get what we want? Why?

V. Learner Life Role

A. Discuss with the students the concept of life long learning and the ways people continue to learn throughout their life.

B. Ask the students to list the things they like to learn and the ways they like to learn best on the handout titled "Learner Life Role".

C. Discuss with the students how the other life roles affect the learning role.

P. I. No. 2.1.2

Title: SIX LIFE ROLES AND A MINI-COMMUNITY

Activity 2

Procedures Continued:

VI. Follow-Up Activities

1. As citizens, the students can solve community disasters that the teacher sets up, such as pollution of land, air, water, car accidents, sickness, inflation, energy crisis, unemployment, etc. This sets the stage for group decision making.

2. As a producer each student could put their job into action by deciding what to charge for their goods and/or services, who needs it and/or what to do with the earnings.

3. Make addresses for each dwelling - write letters to each other and use the post office.

4. Discussion questions:
   1. What would happen if no one worked in the community?
   2. What would happen if citizens did not take an active part in voting, decision making and planning matters in the community?

5. Why do we need Laws and Rules in a community?

6. Why do we need recreation in a community?

7. The class can discuss their activities and responsibilities in their actual life roles with the simulated life roles in the mini-community.

Source: Dan Grimes

P. I. No. 2.1.2

Title: SIX LIFE ROLES AND A MINI-COMMUNITY

Activity 2

Procedures Continued:

Example - Mini-Community Display area

K-3-21

ME AS A CITIZEN

Name_____

Duties I do as a Citizen

1.

2.

3.

4.

5.

P.I. 2.1.2

Activity #2

ME AS A FAMILY MEMBER

Name_____

MY NEEDS	WHAT I WOULD LIKE TO HAVE

Me As A Producer

Name _____

Occupation _____
(Job Title)

Duties: _____

_____

_____

_____

Name of the place I work _____

P.I. 2.1.2

Activity #2

Me As A Consumer

Name_____

Goods I buy	Services I buy	Transportation I buy	Recreation I buy

P.I. 2.1.2 Activity #2

Me As An Individual

Name_____

Things I Like To Do	Things I Don't Like To Do	Things I Am Really Good At Doing

P.I. 2.1.2

Activity #2

Me As A Learner

Name_____

Things I Like To Learn	The Way I Learn Best Is

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.2 Will identify various tasks the student performs within the family.	2.2.1 Given the opportunity to demonstrate, will show the tasks he/she performs at home. 2.2.2 Given a task to do at home will identify his/her responsibilities within the family.

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK.

Course Goal 2.2

The student will identify various tasks the student performs within the family.

Suggested Performance Indicator 2.2.1

Given the opportunity to demonstrate, the student will show the tasks he/she performs at home.

Description of Activities

1. Home Tasks - (K-1)
Students perform 3-5 daily home tasks and records them.

2. My Jobs at Home (2-3)
Student writes a job description concerning a home task.

P. I. No. 2.2.1

Title: HOME TASKS

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in home tasks, the student will perform and record on a chart, 3 of 5 daily tasks.

Grade Level:

K-1

Skills:

Following directions, group process skills

Time:

One 30 minute period

Number of Students:

Total Class

Materials:

Home tasks chart

Procedures:

1. The teacher and students discuss responsibilities of being a family member. (e.g. cutting grass, running errands, empty garbage, etc.) Talk about Mom and Dad's responsibilities.

2. Discuss possible consequences of NOT being a responsible family member.

3. Students agree on 5 common tasks all could be doing at home. List on chalk board.

4. Each student will develop an illustrated chart showing the above 5 tasks (suggested format of chart, see attached sample).

5. The students take the chart home and record daily the tasks performed for a period of one week.

6. A follow up should occur one week later. The students will bring his/her chart back to school and discuss the tasks completed and the effect on the family.

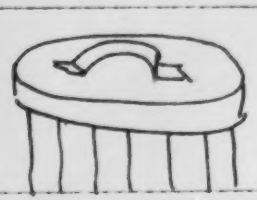
NOTE: Students should try to complete daily, 3 of 5 tasks shown on the chart.

Source: Louis Cava, Nancy Combs.

Name _____

P.I. 2.2.1.1

TASK CHART

				
SUNDAY				
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

K-3-31

P.I. No. 2.2.1

Title: MY JOBS AT HOME

Activity 2

Suggested Instructional Goal:

Given an opportunity to select a home job, the student will write and share a job description.

Grade Level:

2-3

Skills:

Writing, discussion

Time:

One 30 minute period

Number of Students:

Total Class

Materials:

See attached form.

Procedures:

1. Ask the students to select one of the jobs they have at home.
2. Once the student has selected the job, have him/her write a job description including the following:
   - A. Name of the job
   - B. Describe the duties
   - C. Tools
   - D. Personal qualities (honest, dependable, prompt, etc.)
   - E. Physical skills (strong, good eye sight, hearing, etc.)
   - F. Mental skills (spelling, reading, writing, etc.)
3. Share the job description with the class.
4. Each student takes his/her job description home and shares it with parents. Once this has been done, the parent along with the child should evaluate his/her performance of the job using the evaluation form provided. (See attached form).

Source: Louis Cava with help from Dan Grimes and Nancy Combs

K-3-32

ATTACHED JOB EVALUATION SHEET

FOR PARENTS.

Title of job_____

1. Duties completed			
2. How duties were performed			
3. Completing tasks			
4. Attitude about job			
5.			

NOTE TO PARENTS: Please rate scale according to your child's performance.

Please share with your child.

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK.

Course Goal 2.2

The student will identify various tasks the student performs within the family.

Suggested Performance Indicator 2.2.2

Given a task to do at home will identify his/her responsibilities within the family.

Description of Activities (K-3)

1. Ask The Task (K-3)
Students through questioning and inquiry identify tasks performed at home.

2. "Mix 'Em and Match 'Em" (2-3)
A Language Arts activity in which children complete 3 sentences about home tasks.

P.I. No. 2.2.2

Title: ASK THE TASK

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in an inquiry game, the student will, through questioning techniques, identify children's tasks normally performed at home.

Grade Level:
K-3

Skills:
Questioning strategies, communication

Time:
One 30-45 minute period

Number of Students:
Total class

Materials:
1 felt pen
3x5 cards
string

Procedures:

1. The teacher prepares 3x5 cards with following suggested names of household tasks one task per card (The teacher may wish to have the student identify the list of tasks.)

1. garbage	2. dusting	3. beds	4. wash dishes
5. dry dishes	6. mow lawn	7. feed pets	8. weeding garden
9. gardening	10. pick up toys	11. wash windows	12. clean bedroom
13. clean house	14. vacuum house	15. running errands	16. set table
17. clean table	18. load & unload dishwasher	19. water plants	20. help wash car
21. sweep floor		22. rake leaves	23. shovel snow
24. go to store	25. bring in mail		

The teacher can adapt this activity for K-1 by using pictures with words.

2. The cards are hung around the student's neck with string so the student cannot see the name of the task written on the card.

3. Teacher explains rules of game.
   A. The cards you have on your back are names of household tasks.
   B. You may ask only 3 questions per person. (Suggested questions might be:
      1. Is this task normally done inside?
      2. Do you need special clothing?
      3. Do you need special tools for this task?
   C. Questions can be answered only with a YES or NO.
   D. When a student has identified the task on their card, he/she continues to answer the questions of other students.
   F. The game continues until most cards are identified.

NOTE TO TEACHER: It is quite possible that a few students will have difficulty in identifying tasks. It is suggested to stop the activity if this occurs.

P. I. No. 2.2.2

Title: ASK THE TASK

Activity 1

Procedures Continued:

COMMENT:

The teacher might want to share all of the tasks with the students before doing the activity so they will know what to expect. After the students have discussed and become somewhat familiar with the tasks, begin with the rules of the activity.

Source: John Davies

Adapted by: Dan Grimes, Nancy Combs, and Louis Cava

P.I. No. 2.2.2

Title: "MIX 'EM AND MATCH 'EM"

Activity 2

Suggested Instructional Goal:

Given the opportunity to participate in a language arts activity selecting subject or predicate phrases, the student will be able to complete 3 sentences about home tasks.

Grade Level:

2-3

Skills:

Sentence construction, communicating

Time:

One 30 minute period

Number of Students:

Total Class

Materials:

3 x 5 cards, felt tip marker, attached task sheet

Procedures:

1. The teacher will prepare 2 sets of cards - 2 different colors. (See attached page for suggestions.)
2. On one set write the subject phrase.
3. On the second set, place the predicate phrase.
4. Pass out all the cards.
5. The students match cards by moving about the room comparing cards of another color until all or most cards are matched into complete sentences.
6. Read the sentences to the class. They should be complete sentences.
7. Follow the same procedures three times.

NOTE TO THE TEACHER:

1. The students might try to put two subject or predicate cards together or a compound variation.
2. Any kind of information can be placed on these two sets of cards: question and answers about any subject; math problems; syllables of words.
3. Often correct matches can be made in more than one way.

Source: John Davies and John Young

Adapted by: Dan Grimes, Nancy Combs and Louis Cava

P. I. No. 2.2.2

Title: "MIX 'EM AND MATCH 'EM"

Activity 2

Procedures Continued:

PHRASE CARDS

SUBJECT CARDS	PHRASE CARDS
1. The car	has to be washed.
2. The bedroom	needs to be cleaned.
3. The lawn	has to be mowed.
4. The garden	needs to be watered.
5. The floors	need to be scrubbed.
6. The dishwasher	needs to be loaded.
7. The table	has to be set.
8. The leaves	need to be raked.
9. The rugs	need to be vacuumed.
10. The pets	need to be fed and watered.
11. The toys	need to be picked up.
12. The furniture	needs to be dusted.
13. The beds	need to be made.

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.3 Will begin to identify workers in the community.	2.3.1 Given time to research community works, will be able to identify occupations.
	2.3.2 Given the opportunity to discuss will assist in planning an "on-site" visitation of workers.

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.3

The student will begin to identify workers in the community.

Suggested Performance Indicator 2.3.1

Given time to research community works, the student will be able to identify occupations.

Description of Activities

1. Community Workers (K-1)
Students role play and identify workers by using finger puppets.

2. Community Map (2-3)
Students construct local map identifying businesses and occupations.

P. I. No. 2.3.1

Title: COMMUNITY WORKERS

Activity 1

Suggested Instructional Goal:

Having discussed and selected 5 worker finger puppets, the student will be able to participate in a class activity identifying and role playing workers.

Grade Level:

K-1

Skills:

Role playing, communicating

Time:

Two 30 minute periods

Number of Students:

Total Class Working in small groups

Materials:

Crayons, scissors, attached set of finger puppets

Procedures:

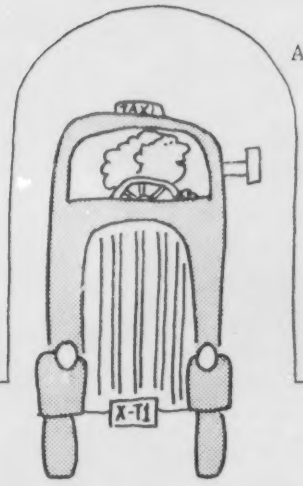
1. The teacher discusses the occupation on the attached sheet.
2. The students color the puppet workers.
3. Each student chooses 5 workers to portray by cutting out the appropriate puppets and by role playing.
4. As a culminating activity, the teacher displays individual puppets for the students to identify.

SUGGESTION TO TEACHER: Run finger puppets off on white construction paper.

Source: Louis Cava, Nancy Combs, and Dan Grimes

1

SAVINGS


TAXI
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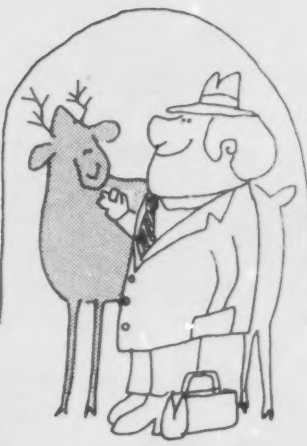
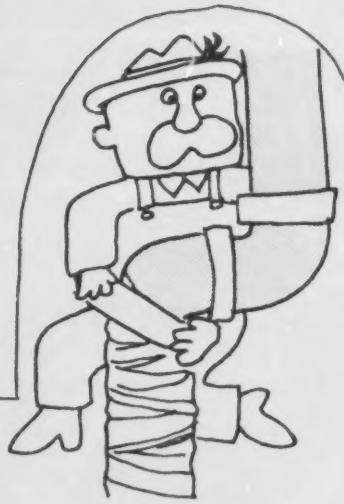
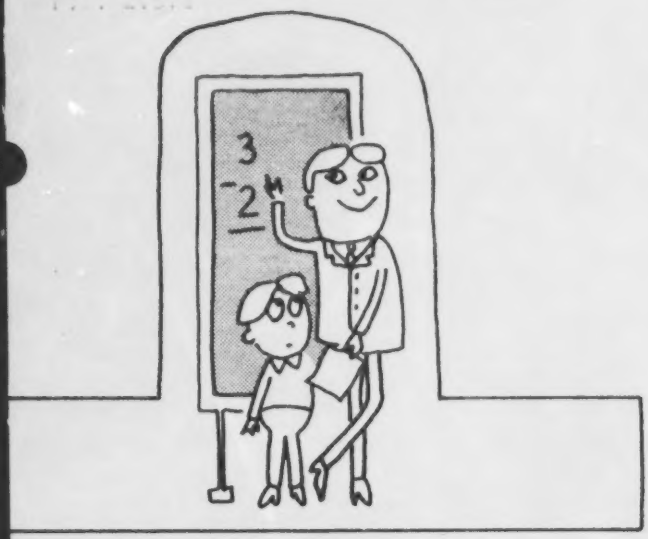




SPECIAL

RED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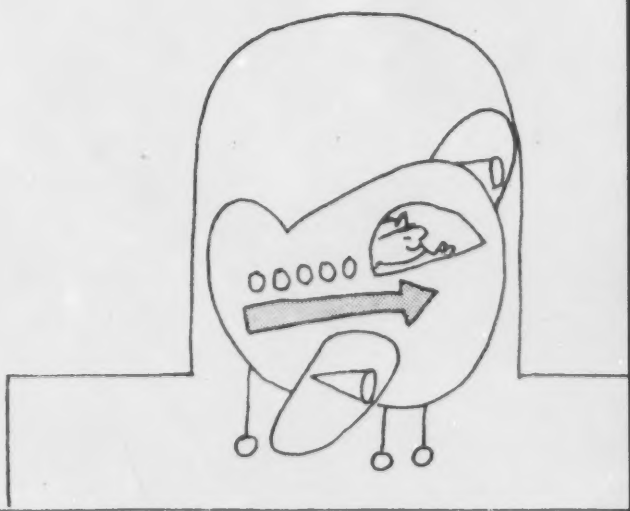

P.I. No. 2.3.1

Title: COMMUNITY MAP

Activity 2

Suggested Instructional Goal:

Given the opportunity to construct a local business area plot map, the student will identify, by drawing and labeling, places of business and occupations within each business.

Grade Level:

2-3

Skills:

Art construction, discussion

Time:

Three 45-minute sessions

Number of Students:

Total Class

Materials:

Display area - pins, art paper, scissors, glue

Procedures:

1. The teacher and students draw big bulletin board plot map of a local shopping area. (Include major streets and landmarks. buildings, etc.)
2. Discuss the workers and occupations within the displayed shopping area. List on chalk board.
3. The students work in small groups identifying the location of these workers and the services they provide.
4. The students draw, color, and cut out places of business and paste on the display map.
5. Through class discussion, the students determine what occupations are represented in each place of business.
6. The students cut out paper flags and pin them on the appropriate place on the map and label each flag with the occupational name.

Source: Nancy Combs, Louis Cava, Dan Grimes

K-3-47

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.3

The student will begin to identify workers in the community.

Suggested Performance Indicators 2.3.2

Given the opportunity to discuss, the student will assist in planning an "on-site" visitation of workers.

Description of Activities

1. Any Field Trip (K-3)
Students plan a field trip and identify 3 workers observed on the trip.

2. Our School Workers (2-3)
Students observe workers performing services at school to identify their occupations.

P.I. No. 2.3.2

Title: ANY FIELD TRIP

Activity 1

Suggested Instructional Goal:

Given the opportunity to plan any given field trip, the student will participate in setting up procedures for taking the trip and identifying 3 workers at the site.

Grade Level:

K-3

Skills:

Decision making, group process, art skills

Time:

Two 30-minute planning sessions plus a field trip

Number of Students:

Total Class

Materials:

Various art materials

Procedures:

1. The teacher and students, through discussion, begin planning the steps needed to take a field trip.

   (a) where
   (b) how
   (c) when
   (d) why
   (e) meals
   (f) clothing
   (g) behavior (responsibility)
   (h) expenses
   (i) emergencies
   (j) first aid (safety)
   (k) personal items
   (l) letter to parents
   (m) transportation granted
   (n) permission granted

2. The teacher and students, through discussion, begin planning the activities to be performed during the field trip.

   (A.) Questions to be asked of workers
   (B.) Draw a picture when we get back
   (C.) Identify 3 workers to visit.

3. Follow up and complete #2 above with display work. Name 3 workers seen on the field trip and draw a picture of one of them. Display pictures of workers in the room or hall or?

Source: Dan Grimes, Nancy Combs, and Louis Cava

K-3-49

P. I. No. 2.3.2

Title: OUR SCHOOL WORKERS

Activity 2

Suggested Instructional Goal:

Given the opportunity to plan an observation of workers who are performing services at school, the student will be able to participate in a small group interviewing and describing the worker's occupation.

Grade Level:

2-3

Skills:

Decision making, group process

Time:

30-minute session, 30-minute observation

Number of Students:

Total Class planning, small group observation

Materials:

None

Procedures:

1. The teacher and students, through discussion, begin planning the necessary steps in observing and interviewing workers at the school (i.e. cook, custodian, maintenance workers, etc.).

   (a) who
   (b) what
   (c) where
   (d) when
   (e) permission
   (f) responsibility (behavior)
   (g) safety
   (h) procedures for reporting observation (listening, tape recorder, note taking)
   (i) interviewing questions
   (j) grouping the students into small teams (3, 4, or 5 or ?)

2. Small group reporting. Have each small group of students report back to the class what they found out about the worker interviewed and observed.

SUGGESTION TO TEACHER: Photographs could be taken of each worker and later put on bulletin board in room or hallway.

Source: Dan Grimes, Nancy Combs, and Louis Cava

Program Goal 2. STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

COURSE GOALS	SUGGESTED PERFORMANCE INDICATORS
The Student:	The Student:
2.4 Will understand the need for a monetary system.	2.4.1 Given the opportunity to learn the monetary system, will be able to participate as a producer and a consumer.
	2.4.2 Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE
ABOUT THE WORLD OF WORK.

Course Goal 2.4

The student will understand the need for a monetary system.

Suggested Performance Indicator 2.4.1

Given the opportunity to learn the monetary system, the student will be able to participate as a producer and a consumer.

Description of Activities

1. Let's Play "Money" (K-1)
Students earn "tokens" for completing tasks.

2. 'Popcorn's-a-Poppin'" (2-3)
Student conducts a pop corn sale to identify consumer and producer roles.

P. I. No. 2.4.1

Title: LET'S PLAY "MONEY"

Activity 1

Suggested Instructional Goal:

Having participated in an activity earning tokens, the student will be able to use and discuss the use of the tokens in a consumer role.

Grade Level:

K-1

Skills:

Counting and numbers

Time:

On going

Number of Students:

Total Class

Materials:

Tokens = beans, buttons, or anything else to represent money.

Procedures:

1. Explain to the students that they will receive a token representing money for completing tasks in the classroom. (These tasks could be anything from exercise stations in a P. E. Program to completing a math page.) Show the student the token and define the tasks and the amount of payment for each task.

2. Upon completion of the defined task, the student will receive immediate payment from the teacher.

3. At the end of the work period each student may choose to spend his tokens at play areas, buy cookies, popcorn, see a film, listen to a record, etc. The student may also choose not to spend his/her "money".

4. The cost to play at 1 area is 1 token, see a film, 2 tokens, etc.

5. At the end of the spending period call the students together to discuss that what they just did with their tokens was called "consuming" and that they were called "consumers." Students can discuss their reasons for choosing the activities that they did.

Source: Louis Cava, and Nancy Combs

K-3-53

P.I. No. 2.4.1

Title:

"POPCORN'S-A-POPPIN'"

Activity 2

Suggested Instructional Goal:

Given the opportunity to produce popcorn as a marketable product, the student will be able to participate in a class discussion defining producer and consumer roles.

Grade Level:

2-3

Skills:

Math, following directions, group process

Time:

One 45-minute period

Number of Students:

Total Class

Materials:

Pop corn, oil, butter, salt, popcorn popper, small bags, money

Procedures:

1. The teacher buys the initial ingredients for making popcorn with the understanding it is a business loan and must be reimbursed. A breakdown of expenses should be written on chalk board.

2. Seek out a class to be the popcorn consumer. Make time and place arrangements with them.

3. Set up division of labor stations to produce the product.
   - A. popcorn makers
   - B. baggers
   - C. pricing
   - D. salespersons
   - E. custodian
   - F. cashier
   - G. foreman

4. After the sale is completed with the other class, the money is counted and the expenses owed to the teacher are paid.

5. If there is a profit, the teacher and students decide how to use it.

6. The class will discuss the popcorn project. (Costs involved, work, division of labor, producer role, consumer role, etc.)

Source: Louis Cava and Nancy Combs

Program Goal 2

STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE WORLD OF WORK.

Course Goal 2.4

The student will understand the need for a monetary system.

Suggested Performance Indicators 2.4.2

Given the opportunity to identify the use of money in the family, will describe the effects of the monetary system.

Description of Activities

1. Barter vs. Money (3)
A comparison between barter and monetary systems

2. "Family" Budget (3)
A small group activity in which students develop a monthly budget with set income

P. I. No. 2.4.2

Title: BARTER VS. MONEY $

Activity 1

Suggested Instructional Goal:

Given the opportunity to participate in a barter system and a monetary system activity, the student will be able to participate in a clan discussion comparing and contrasting a barter system and a money system.

Grade Level:

3

Skills:

Computional, communication, decision making

Time:

Two 30-minute sessions

Number of Students:

Total Class

Materials:

Tokens (buttons, markers) or play money
Students bring articles to trade
Barter form (attached)
Selling for money form (attached)

Procedures:

1. Conduct a discussion and/or film with the students of the following concepts: Barter, trade, monetary system/money.

2. Instruct the students to bring two items from home that they would be willing to trade and/or sell to another student. (To students, this is for KEEPS.)

3. Have all students display the items they brought for barter/trade.

4. Before beginning the barter session have each student fill out the barter form. (see attachment.)

5. Explain to the students that they have 15 minutes to barter with other students and that all students should make an attempt to trade with someone.

6. After the trading session is over. discuss with the students the effects the barter system had on them.

   Suggested questions:

   A. How did you feel about bartering?
   B. Did you get the item you wanted? Why? Why not?
   C. Was it easy to trade your article for another?
   D. How many items did you end up with?

7. Next, introduce the monetary system/money to the students and explain to them that they will all receive $25.00 in play money to buy items the students brought instead of trading/bartering for them.

P. I. No. 2.4.2

Title: BARTER VS. MONEY $

Activity 1

Procedures Continued:

Discuss with the students that people in most countries use money instead of bartering to get the things they need and want. Ask the students to be thinking of why most countries use money while the buying and selling session is in progress.

8. Instruct the students to price and display the article they want to sell, (the second article brought from home or the one they bartered for earlier).

9. Have each student fill out the "selling for money" form. (See attachment.)

10. Explain to the students that they have 15 minutes to buy and sell articles with other students and that they must make an attempt to make an exchange.

11. After the buying session is over, discuss with the class the effects the monetary system had on them.

Suggested questions:

A. How did you feel about buying and selling?
B. Did you buy the item you wanted? Why? Why not?
C. Was it easy to sell your article? Why? Why not?
D. How many items did you end up with? How did you do it?
E. Which system is the easiest for you to use, monetary/money system or barter/trade system? Why? Name the advantages of using money, and bartering.
F. What are some possible reasons most countries use a monetary system over a barter system.

NOTES TO THE TEACHER:

This activity can be adapted for K-1 by using a coin valued no higher than 10¢.

Show film if available:
1. Day In The Life of a Dollar.
2. Money and It's Uses. 11 minutes color
3. Money In The Bank - and Out, 15 minutes of color

Source: Louis Cava, Dan Grimes, and Nancy Combs

BARTER GAME

Date_____ Name_____

What I have to barter	What I want	What I got
_____	_____	_____
_____	_____	_____

$ SELLING FOR MONEY $

DATE_____ Name_____

What I have to sell	What I want to buy	What I bought	Amount it cost

P.I. No. 2.4.2

Title: "FAMILY" BUDGET

Activity 2

Suggested Instructional Goal:

Having identified possible wants and needs of a family, the student will be able to participate in a small group activity creating a budget in relation to a monthly income of $800.00.

Grade Level:

3

Skills:

Arithmetic, communication, group process, decision making

Time:

3 or 4 45-minute periods

Number of Students:

Class (Groups of 4)

Materials:

Attached budget work sheet
Pencils and erasers

Procedures:

STEP I

1. The class will discuss wants and needs of every family (Wants are unlimited and change, etc. Needs - food, shelter, clothing.) List these on chalkboard.
2. Divide students in groups of 4. ("family")
3. Each group is given a budget of $800.00 per month.
4. Instruct each group to list all necessary budget items for their "Family" for the month making sure they include Food, Shelter, and Clothing. (Use attached form).
5. Next they will fill in the monetary amounts for each item, checking to see that it adds up to $800.00.
6. Each group's budget is displayed for all to compare and discuss.
7. Students take copy of sample budget home to check validity with parents. Discuss family privacy with the students. Stress that actual family costs are private and will not be discussed in class. The students ask parents for an actual list of items they need to spend money on each month. (e.g. insurance, utilities, recreation, etc.) DO NOT include monetary amounts parents actually spend for an item.

STEP II

1. Each "Family" (group of 4) comes together to compare individual budgets from home. (But not using home costs).

K-3-59

P. I. No. 2.4.2

Title: "Family" Budget

Activity 2

Procedures Continued:

2. A new budget is now constructed from information gained by interviewing parents.

3. Check the balance of each budget. Discuss: "Did your group spend exactly $800.00; more than $800.00; or less than $800.00.

4. From time to time, the teacher can introduce a family "tragedy" for the group to solve.
   eg. a. $ 50.00 Dental Bill
   b. $100.00 Car Repair Bill, etc.

Source: Louis Cava, Dan Grimes, Nancy Combs

"FAMILY"

BUDGET SHEET

Family Name

Date

	Expense and/or ITEM	Amount Paid	Balance Brought Forward - $800.00
1.	Food		
2.	Clothing		
3.	Shelter		
4.			
5.			
6.			
7.			
8.			
9.			
	TOTAL		
			Ending Balance

CAREER AWARENESS CURRICULUM

KIT

IMPLEMENTATION HANDBOOK

(GRADES K-3)

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CAREER EDUCATION IN OREGON

FOREWARD

CAREER EDUCATION THE OREGON WAY

--is for all students.

--enriches the total curriculum.

--helps students identify the relationship between in- and out-of-school experiences.

--helps students develop the competencies needed to function in the producer life role.

--happens most effectively if basic career concepts are used throughout the entire school curriculum.

--is the result of school and community cooperation in providing learning experiences for students.

--is based on student needs.

--provides students with identified skills that will enable them to function in their life roles.

Career education is an integral part of the total educational program. Career education focuses on the producer role and supports other life roles. This is done by providing career awareness, exploration, preparation, specialization and programs for students.

CAREER AWARENESS is learning about careers and the changing world of work. Students begin to recognize the relationship of the producer life role to the life roles of family, citizen, individual, learner, and consumer. Through exposure to career awareness activities, students will:

Identify and develop attitudes about the world of work.

Acquire knowledge about the world of work.

Identify their individuality and continue to develop a relationship with occupational roles.

Develop skills in decision-making, communicating, and creating, as related to the world of work.

Develop physical and mental skills related to occupational roles.

OVERVIEW

Many school districts throughout the state of Oregon have expressed the need for goal-based Career Awareness materials that can be incorporated into the teachers' present instructional program. The K-3 Career Awareness Curriculum Kit is designed to meet that need.

The kit is based on five program goals. Each goal can be mastered by the use of course goals, performance indicators, instructional goals, and classroom activities.

The curriculum materials were developed by a team of six writers from throughout the state during the summer of 1976.

Field testing of the materials was begun in October, 1976 and concluded June 1, 1977.

The materials contained in each notebook are designed to be used by classroom teachers in grades K-3. The activities are adaptable to suit most classes and meet the needs of individual students. Suggested grade levels, size or grouping, subjects, times, etc., are listed on each activity as an aid to planning. The activities can serve as a catalyst for teachers to expand and develop their own activities and ideas.

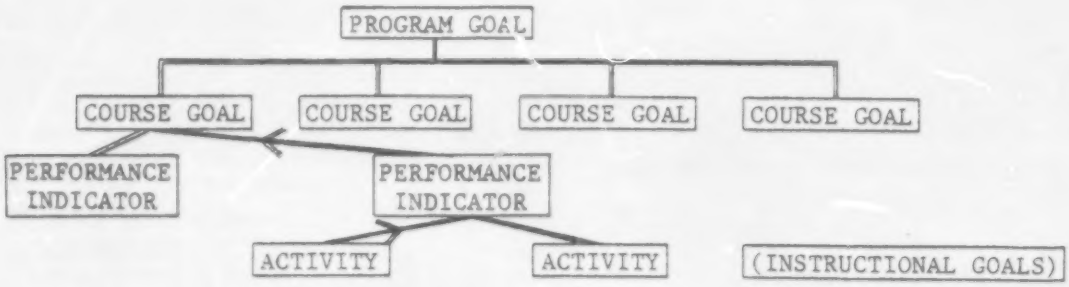
Many activities contain handouts that can be duplicated for student use. These, too, can be altered or expanded to meet particular needs.

The suggested activities provide an opportunity for students to be actively involved in communicating, decision-making, or manipulating and using a variety of materials with others.

Even though these activities are designed to be used by teachers with a minimum of outside assistance, it is strongly recommended that all teachers be in-serviced prior to using the materials. In-service can be arranged by contacting Dan Grimes, Career Awareness Specialist, Oregon Department of Education, 942 Lancaster Drive N.E., Salem, Oregon 97310; phone 378-3597.

UNDERSTANDING A GOAL-BASED CURRICULUM

The following diagram will help to explain the organization of a goal-based curriculum.



-One activity meets one course goal.

-One activity from each course goal would meet a program goal.

PROGRAM GOALS are curricular goals which are generally considered to be similar to the overall objectives for a curriculum area. The goals are the minimum expectations for a curriculum area.

COURSE GOALS are goals established within a curricular area to cover a specific subject matter. The Career Education course goals can be considered to be the basic competencies or outcomes required for Career development.

THE PERFORMANCE INDICATORS are measurable and are to be met by the student in the completion of a given activity. The performance indicator is written to indicate to the teacher the expected level of outcome from the materials presented in the classroom situation. The Instructional Goal is the actual activity in which the student participates in order to accomplish the expected level indicated by the performance indicator

or the teacher.

The entire system is a hierarchy by which a teacher can identify and implement classroom activities. The instructional goals are written so that one can assess the effectiveness of the activities and the knowledge gained by students.

A teacher may select a single activity and by completing this activity the teacher and the student will be able to meet the expectations of a performance indicator and course goal. It will be necessary for the teacher to present at least one activity from each course goal in order to meet the minimum expectations of the program goal.

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Louis Cava	Parkrose School District
John Davies	Junction City School District
Dan Grimes	Department of Education
Loretta Ness	Salem School District
John Young	Springfield School District
Nancy Combs	Oregon City School District

Edited by Dan Grimes
Illustrations and Graphics were prepared by Inge Infante, Christy Bailey, Steve Sandstrom, and the writing team.

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PILOT TESTING

Several elementary schools were included in the field testing of the Curriculum Kits, involving approximately 2250 students in Grades K-3. The participating teachers were:

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Lane County

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